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Ontario Department of Education

The Courses in History, Geography, Grammar and Arithmetic

for the

Junior High School Entrance Examination

Revised 1922

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INTRODUCTORY NOTE

The Minister desires to take advantage of the opportunity which the issue of this Circular presents to impress upon the teachers of the Province the importance of laying stress upon the fundamentals—Reading, Writing, Practical Arithmetic, and Spelling.

The most essential and most valuable part of a child's education in the elementary schools must always be the cultivation of his power to read with ease, intelligence and expression. It is upon this power that all his subsequent progress will necessarily depend. The ability to read well, not only opens to the child the store-house of learning, but also gives him the power of distinct and forcible expression; and these two factors enter largely into his efficiency as a citizen. Correct pronunciation and distinct enunciation ought to receive most careful attention.

Hardly less important than the power to read well is the power to write legibly, not only for the training of hand and eye, but also as an element in business success.

It is hoped that the suggestions for lightening the courses made in this Circular will afford more time for emphasizing the fundamentals of education as set forth above.

INTRODUCTION

The first chapter is devoted to a general survey of the subject, and to a discussion of the various methods of investigation which have been employed in the study of the subject.

The second chapter is devoted to a detailed description of the various methods of investigation which have been employed in the study of the subject, and to a discussion of the various results which have been obtained by these methods.

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The Course in History

FOR THE

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION

It should be remembered that the topics in this circular cannot be regarded as more than suggestive of the method to be pursued in the presentation of the subject and the particulars to be emphasized. It is, however, of prime importance that the teacher should avoid confusing the pupil with details that are not essential at this stage. The important facts, for example, to be brought out in dealing with the Wars of the Roses are that this was a struggle between two royal houses for the kingship, that these houses chose red and white roses as their emblems, that the middle and lower classes in England had little to do with the conflict, and that the commerce and the progress of the country were scarcely interrupted; the results of the Wars should also be dealt with, but the details of the battles and of the varying fortunes of the combatants should not be taken up. Again, pupils should learn how the theory of the "divine right of kings" led Charles I to try to rule absolutely, ignoring the rights of the people and of Parliament, how the people rose against this tyranny, and how the struggle ended, without, however, memorizing either the names or the immediate results of unimportant battles. Nor should any but the most important dates be memorized. Dates serve the purpose of locating events in time and assist in determining their sequence. In Form IV, however, only events of prime importance should be so emphasized. For the teacher's guidance a minimum of chronology has, accordingly, been included in the list of topics, and the pupil will be expected to be able to refer each topic to its proper period and to know the limiting dates of the periods and the dates specified in the list.

As stated in the Regulations, the purpose of the courses for the Public and Separate Schools is to enable the teacher to train his pupils to become efficient members of society; and, as is also stated in the Regulations, the special function of the course in History is to arouse in the pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, to stimulate a love of higher ideals of conduct, and to enable them, so far as is practicable at this stage, to appreciate simple relations of cause and effect. Probably the most serious defect in the teaching of History is the use of dry notes which the pupils are obliged to memorize; a dislike for History inevitably follows. Children naturally take greater interest in biographical sketches of historical characters and in descriptive accounts of events and of the progress of the people than in names of kings and battles with their respective dates, and summaries of various kinds. Each lesson should, accordingly, be vividly presented and interspersed with stimulating questions. Pictures should be used; blackboard sketches are valuable; maps and the oral method of teaching are essential. It is also expected that, when in the list of topics an event or the name of a personage is included, such details shall be given as well as establish its historical importance, with such illustrative anecdotes, descriptions, etc., as will make the story a live and interesting one.

In addition to the vital topic of the rights and duties of citizenship there are a few other topics that should be especially emphasized: The inculcation of patriotism should be kept constantly in view, and the symbolism of the Flag should

be sympathetically dealt with. Nor should the teacher fail to emphasize the extent, power, and responsibilities of the British Empire, its contributions to the highest form of civilization, the achievements of its statesmen and its generals, and the increasingly important place Canada holds amongst the Overseas Dominions. As a matter of moral training, pupils should also be led to form for themselves estimates of an historical personage from his actions and his sentiments; they should not be provided with a ready-made analysis of his character.

For the 1923 Junior High School Entrance Examination, in British and Canadian History, teachers may prepare their candidates *either* on the courses as outlined in this circular, which are based on the newly authorized Public School Histories, *or* on the courses as outlined in Circular No. 39 (Revised 1920) based on the histories previously authorized and still authorized, under certain conditions, for the present school year.

JUNIOR GRADE, FORM IV

CANADIAN HISTORY

I. The Discoverers.

The discovery of America (1492), Columbus.

The Cabots.

Cartier (1534).

The Indians.

II. Canada under the French Kings (1535-1760).

Champlain and the founding of Quebec (1608).

The Jesuit Missionaries in Canada.

Laval and Frontenac.

Feudalism in Canada.

The Explorers: Marquette, Joliet and La Salle.

The end of French Rule—The taking of Quebec (1759).

William Pitt, Wolfe, Montcalm.

III. Under British Rule.

(a) Conspiracy of Pontiac.

Great Britain's generous terms for the French (Quebec Act, 1774).

Revolt of the English Colonies. Guy Carleton.

American Armies defeated in Canada.

(b) Migration of the Loyalists.

Creation of Upper and Lower Canada (1791). Simcoe.

Pioneer life in Upper Canada.

Sir Alexander Mackenzie the explorer.

IV. The War of 1812.

Its causes and the attitude of Canada.

Brock, Tecumseh, Laura Secord.

The principal battles on land and sea.

The general result of the War.

V. How the Dominion came to be formed.

Rebellion in Upper and Lower Canada (1837), William Lyon McKenzie, Papineau.

Lord Durham's Report on the Canadian Problem.

The Union of the two Canadas (1841).

Triumph of Responsible Government.

A great Canadian Union (1867).

Brown, Cartier, Macdonald, Mowatt, Tupper, Tilley.

VI. The Development of the Dominion.

The Winning of the West.

The Fur-trading Companies, Lord Selkirk.

Rebellions under Louis Riel.

The Canadian Pacific Railway.

The National Policy, Alexander Mackenzie, Edward Blake.

VII. Canada of To-Day.

Sir Wilfred Laurier; the Boer War; Sir Robert Borden; the Great War.

VIII. Civics.

The Rights and Duties of Citizenship.

(See Ontario Manual of History).

SENIOR GRADE, FORM IV.

BRITISH HISTORY

I. Early History of England. (55 B.C.=1066.) : The early Britons, the Roman Invasions (55 B.C., 43 A.D.), Julius Caesar, Boadicea, Caractacus; the Saxon Invasions, the introduction of Christianity; the Danish Invasions; Alfred the Great, Canute; the Norman Conquest.

II. England under the Norman Kings (1066=1154.) : The rule of William the Conqueror; the Feudal System; the Crusades.

III. Under the Plantagenets (1154=1399.) : The quarrel of Henry II and Becket; Richard the Lionheart; King John and the Great Charter, (1215); the First House of Commons (1265); the Conquest of Wales; Wallace and Bruce; Edward III's War on France, battle of Crecy; the Black Prince; John Wycliffe; Chaucer.

IV. Lancaster and York (1399=1485.): Conquests of Henry V; Joan of Arc; The Wars of the Roses; Caxton.

V. The Tudor Despotism (1485=1603): The Reformation, Cardinal Wolsey, The Spanish Armada (1588); Mary Queen of Scots; Drake, Gilbert, Raleigh, Shakespeare; Social changes in Elizabeth's reign.

VI. The Struggle for Parliamentary Government under the Stuarts (1603=1714): The union of the Crowns of England and Scotland (1603); the "divine right of kings;" the quarrel of Charles I with Parliament; the founding of Colonies in America; the Petition of Right (1628); the Civil War; the Commonwealth; Oliver Cromwell, Protector; the Restoration; John Milton and John Bunyan; the Habeas Corpus Act, 1679; the "bloodless" Revolution, (1688); the Bill of Rights, (1689); the Rise of Party Government; the Act of Settlement, (1701); the Union of the Parliaments of England and Scotland (1707).

VII. The Development of the British Empire under the House of Windsor 1714: Walpole, the first Prime Minister; Pitt, Earl of Chatham; territorial expansion in India, Clive; Religious Revival, John Wesley; the American Revolutionary War (1776-1783); William Pitt the younger; the acquisition of Australia; the struggle with Napoleon; the union of the Parliaments of Great Britain and Ireland (1800); the new Union Jack; Nelson, Wellington; the Reform Bill of 1832; Watt, Wilberforce, Stephenson; Victoria; Repeal of the Corn Laws (1846); the Crimean War (1854-1856); Florence Nightingale; the Indian Mutiny (1857); the Boer War; Disraeli, Gladstone; Edward VII the "Peace-Maker;" George V, the Great War (a very brief outline with particular reference to the part played by Canada); the British Empire of to-day.

VIII. Civics and Current History: As part of the course in British History the teacher will describe briefly the constitution of the Imperial Parliament and will continue the discussion of civics and of current history begun in the Junior grade.

BOOKS OF REFERENCE

In the following special lists of books of reference additional assistance is offered to teachers of History. The first list contains books dealing with the methodology and the content of the subject; the second, histories which have been written especially for children and which, accordingly, may suggest to the teacher interesting modes of presentation; these histories should also be provided in the school libraries as supplementary reading for the pupils.

LIST I

Ontario Teachers' Manual on History	19c.
The Department of Education.	
Visual Aids in the Teaching of History. W. E. Macpherson.....	Free
The Department of Education.	
History in the Elementary School. Kendall and Striker.....	75c.
Houghton, Mifflin Company, Boston. Canadian Agents, Oxford University Press, Toronto.	
Our Government. M. M. Stevenson.....	60c.
Geo. J. McLeod, Toronto.	
The Jubilee of Confederation	Free
The Department of Education.	
Canada's Part in the Present War	Free
The Department of Education.	
Annals of Valor	Free
The Department of Education.	
Canadian Citizenship	Free
The Department of Education.	

LIST II

Pictures from Canadian History. K. L. Macpherson.....	50c.
Renouf Publishing Co., Montreal.	
Brief Biographies. J. O. Miller.....	35c.
The Copp Clark Co., Toronto.	
Our Island Story	\$2.75
Nelson and Sons, Toronto.	
Child's History of England. Dickens	60c.
The Methodist Book Room, Toronto.	
Piers Plowman Histories.....No. 4, 60c.; No. 5, 65c.; No. 6, 75c.; No. 7, 75c.	
Renouf Publishing Co., Montreal.	
Little Arthur's History of England. Calcott.....	1s. 6d.
John Murray, England. Canadian Agents, Oxford University Press, Toronto.	
Young Folks' History of England	\$1.35
Lothrop, Lee & Shepard, Boston.	

- School History of England. Isa Craig-Knox 45c.
 Cassell & Co., London, England. Canadian Agents, Cassell & Co.,
 Toronto.
- Chambers' History of England (New Scheme Readers) Books 5 and 6, each 1s. 6d.
 W. & R. Chambers, Edinburgh, Scotland.
- The English History Story Book 50c.
 Little, Brown & Co., Boston.
- Easy Stories of English History. E. M. Wilmot-Buxton 1s. 6d.
 Methuen & Co., London, England.
- Black's History Pictures. A. & C. Black. 6 vols.each 40c.
 Canadian Agents, The Macmillan Company, Toronto.

NOTE.—The Story of the British People, now out of print, but formerly recommended as a Reader for pupils of Form III, should be used, when available, as a Supplementary Reader in History for the pupils of Form IV also; the Manual on History and the pamphlets published by the Department have already been supplied to the schools.

THE COURSE IN GEOGRAPHY

The requirements for the Junior High School Entrance examination in physical geography will emphasize simple phenomena and their general effects rather than exact scientific explanations of such phenomena.

Teachers are advised in dealing with the geography of the world to lay special emphasis on those parts closely associated with the British Empire and to avoid burdening the memories of the pupils with long lists of meaningless names. Special attention will be given to the Dominion of Canada, including the general features of Ontario.

THE COURSE IN GRAMMAR

The course in Grammar as set forth on page 50 of the Public and Separate Schools Regulations is unchanged, but in order to make clear the requirements for the Junior High School Entrance examination it is necessary to state that Part V "Special Constructions" forms no part of this course. The teacher should, however, in reviewing the lessons on case, take up the use of appositives and the distinction between the direct and the indirect object. As previously announced, "Easy Parsing" is omitted, and at future Junior High School Entrance examinations emphasis will be placed upon the application of the principles of correct speech to Composition.

In the new text-book,—the Public School Composition and Grammar,—the elements of the course in Grammar are incorporated in the chapters on Composition and along with Parts I to IV inclusive, of the new Grammar, constitute the complete course for this Examination.

THE COURSE IN ARITHMETIC

In Arithmetic, while the course for Form IV will remain as outlined in the present Regulations, teachers are advised that complicated problems should be rigorously avoided. Stress should be laid upon oral work, and **pupils should be** practised in working rapidly and accurately only such problems and exercises as are found to have a practical value. The labored grind upon long mechanical exercises in the elementary rules, compound rules, complex and decimal fractions, should be discontinued.

HOMEWORK.

The homework assigned to pupils in the public schools is sometimes too great in amount and too difficult in character. These pupils are at a period in their lives when nature's energies are largely needed for physical development. There must be time for rest and recreation.

Judgment and experience are required to adjust the work to the strength and the capacity of pupils and to select such exercises as will justify the time spent upon them.

The point at which homework may properly be begun will differ with the age, the physical strength and the home environment of the pupils; but it may be taken as a general rule that homework, in the strict sense of that term, should not be begun before the Jr. III Grade is reached. Before this time, however, the little ones will be glad to have occasional short exercises to do at home in imitation of their elder brothers and sisters. These exercises will bring the school and home

into closer touch, and will indicate to the parents the progress of their children at school. Short interesting exercises worked out in the appreciative atmosphere of the home will give the child a pride in his school work and will lead easily to the more serious tasks required in the III and IV Forms.

In general terms, the home exercises of the senior pupils should consist mainly of interesting reading, a moderate amount of memory work and simple applications of principles already taught, together with written exercises in language.

Supervised work in the class room may well be substituted for many of the exercises that pupils are at present required to do at home. This form of work will produce better results in bringing backward pupils up to the standard and will give bright pupils the opportunity of working up to the limit of their ability.

